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AUTHOR Icolari, Ellen
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ABSTRACT

This interdisciplinary and multi-modal curriculum unit provides a context for studying South Africa in grades 5-12. Three aspects of the post-apartheid Republic of South Africa are highlighted, including: (1) "Revisiting the Past": a brief history of South Africa's political and social climate; (2) "Beginning the Transformation": an overview of the Reconstruction and Development Plan; and (3) "The Future, A Brighter Day?": summaries of conversations with South African young people. (EH)

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ED 415 172

THE NEW SOUTH AFRICA:

A Major Power in Transition

Introduction:

This curriculum module will highlight three aspects of the post-apartheid Republic of South Africa.

Revisiting The Past: A brief history of South Africa's political and social cilmate.

Beginning The Transformation: An overview of the Reconstruction and Development Plan.

The Future, A Brighter Day? Summaries of conversations with South African young people.

Instructional Objectives:

- **To create** a context for studying South Africa in grades 5-12.
- **To learn** about South Africa through an interdisciplinary, multimodality curriculum.
- **To stimulate** higher level thinking skills.

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Prepared by: Ellen Icolari, November, 1996.

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My loving and supportive family.
The Fulbright-Hays Seminars Abroad Program.
The African American Institute.

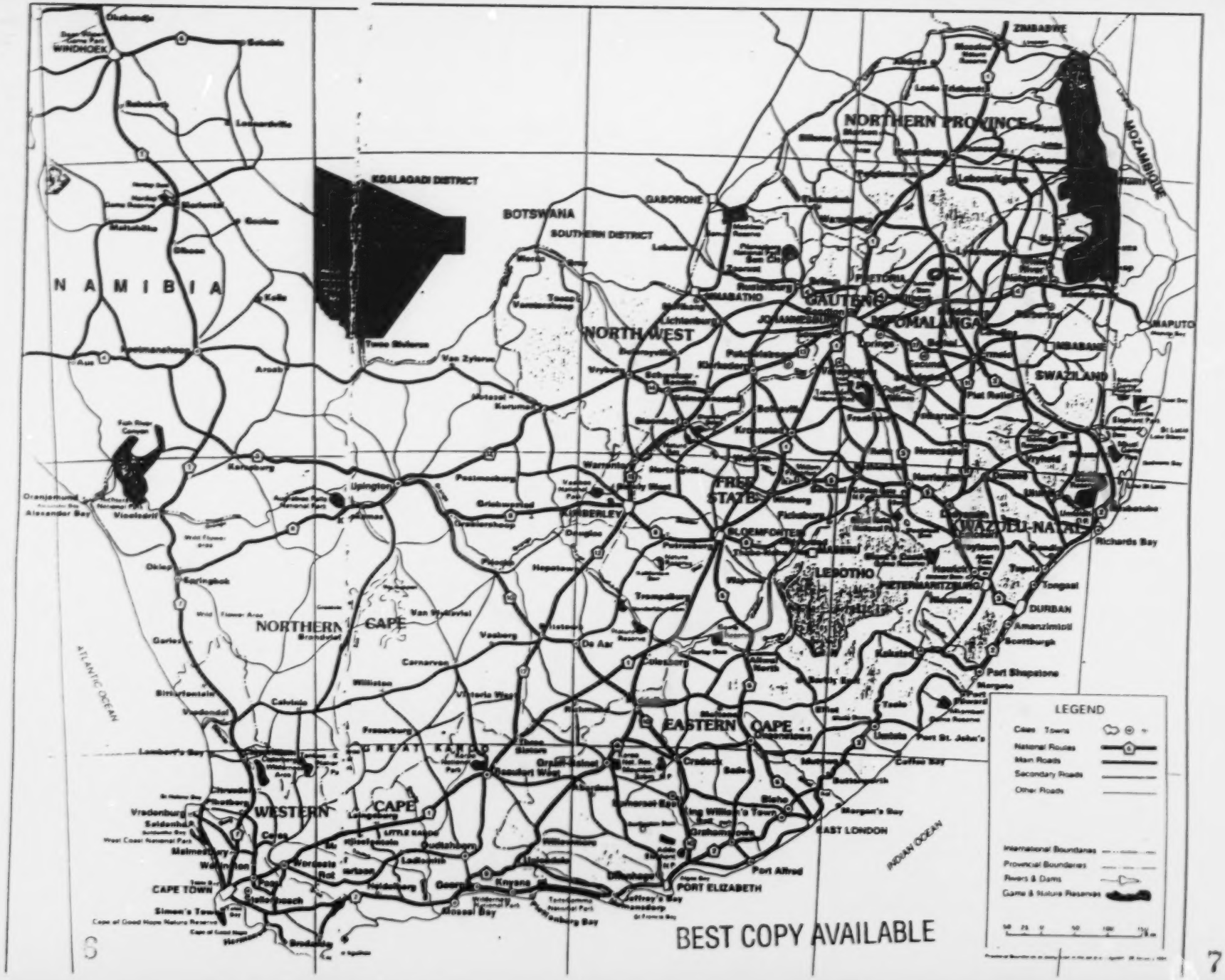
Revisiting the Past:

SOUTH AFRICA, "THE WORLD IN ONE COUNTRY"

It would be impossible to understand the significance of South Africa's current status and condition without briefly revisiting its past. We begin with a snapshot of prehistoric South Africa, and move quickly into the one era that defines today's South Africa, the arrival of European settlers. Before we delve into recent history, however, let's consider some prehistoric events that provide background for what the Europeans encountered when they landed along the South African coast.

South Africa's social history dates back approximately three million years. Fossils of Australopithecus, the anthropological *missing link* between ape and man, have been found in several South African locations. Later explorations of remote caves, barren rocky highlands, and river beds, have uncovered further evidence of early human life in South Africa. Evidence of Homo Astralopithecus, a distant relative of Homo sapiens and a later evolving species, Homo habilis, has been found near Sterkfontein. Homo habilis is believed to have been one of the earliest human inventors of stone tools. There is also evidence of the controlled use of fire at some excavations as early as 1 1/2 million years ago. The oldest known remains of anatomically modern man have been found at the mouth of the Klasies River on the border between KwaZulu Natal and Swaziland. Their descendants became the hunter-gatherer San, or Bushmen, who lived in parts of soutwestern Africa 10,000 years ago. Over time the original San people were killed off, or absorbed, by other groups they encountered as a result of their nomadic lifestyle. One such group was the pastoral Khoikhoi, who are believed to have migrated into southern Africa from what is now Botswana, to the north. Their sole dependence on cattle and fixed migratory practices left then very vulnerable to droughts, deseases, and European settlers' demand for land. Archaeologists believe that Bantu speaking groups like the Tswana and Sotho-speaking people established Iron Age communities in the Transvaal and northern Natal 1,500 years ago. They domesticated animals, cultivated crops of grain and vegetables, and lived in settled communities. By the mid-14th century these communities began to expand into what later became the western Transvaal and Orange Free State. At the same time, Nguni-speaking people began moving south and west into the Eastern Cape. A shortage of fresh water

sources made all of these groups dependent on adequate rainfall for the survival of their crops and livestock. These small groups of early inhabitants lived in well organized, politically and economically autonomous chiefdoms, a stiuation that depended on a delicate balance between population size and available resources. Since the arrival and settlement of Europeans the nation of South Africa has been riddled with struggles of one group against another, struggles over territory, natural resources, and power.



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BRIEF HISTORY OF SOUTH AFRICA

Mid 16th Century
Portugese traders and shipwreck survivors returned to Europe with stories of rich agricultural land and prosperous African chiefdoms.

By 1600
Southern Nguni clans incorporate neighboring tribes into larger political units.

April 6, 1652
Jan van Riebeck and 90 women, children and men, representing the Dutch East India Co. Arrived at Table Bay, Capetown to establish a supply station and safe haven for traders traveling between Europe and Asia.

1657
Nine former Dutch East India Co employees become farmers (Boers) growing grain and vegetables to meet the increasing demand for food.

Khoikhoi
The Khoikhoi supplied the Boers with meat. They were severely weakened by a smallpox epedemic and forced to succum to the Boers pressure to give up their land, grazing and water rights, and indenture themsevles as farm laborers for the Boers.

1688
220 French Hugenots, fleeing religious persecution, moved to the Cape area and planted the first South African vineyards.

1700's
Germans and other Europeans arrived. They became Afrikaners (treckboers,) livestock farmers who "trecked" inland to settle because of a shortage of grazing land near the coast.

By 1795
More than 20,000 slaves worked in the Cape area. Africans and East Asians, imported by The Dutch East India Co. from other Dutch colonies.

1795
Individualistic, independent Treckboers rebelled against the ruling Dutch authorities in the Cape. They declared a free republic.
TheDutch East India Co. was liquidated. British forces took control of the Cape.

Late 18th Century
population expansion in Natal leads to disputes, between chiefdoms,over trade routes.

1802-1806
Control of the Cape Colony returns to the Dutch.

1807
British retake rule of the Cape.

1814
Holland cedes the Cape Colony to Britian, it becomes a British colony. Language policy, legal systems, currency, land tenure all changed.

1820-1824
Over 1,000 former British soldiers and other colonists arrived at the Cape. They were given basic tools and rations and sent to settle along the eastern frontier, on one side of a buffer zone that separated them from nearby Xhosa settlements.

1820-1825
Refugees fleeing Zulu fragmented Natal chiefdoms impinge on the crops and livestock of southern Sotho chiefdoms.

1828
Elglish is imposed as the official language.

Shaka Zulu
Zulu chief and warrior, Shaka Zulu, took advantage of the instability in Natal to expand his power by destroying his enemies and taking their followers into his chiefdom.

Ndebele Empire
Mzilikazi, a former Zulu general left Natal after a dispute with Shaka Zulu and founded the Ndebele Empire in the northern Transvaal.

By the 1830's
Overcrowding lead to clashes between the Xhosa and European settlers in the northern Transvaal.

1834
British abolished slavery in So. Africa. The Afrikaners (Boers) were angered, they needed slaves to work their fields.

February 6, 1838
Zulu king, Dingaane, betrayed a land use agreement he made with the leader of *the Great Treck* (Afrikaners migrating north to avoid British rule) His warriors murdered them, and many of their 15,000 followers.

December 16, 1838
500 Voortreckers defeated 10.00 Zulu's at the *Battle of Blood River*, and took their land. The Afrikaners saw this as a sign from God that they had reached their "Promised land."

1834-1840
The Great Treck opened up the So. African interior to European settlement. Afrikaners established the Boer Republic of Natal.

1842
British take control of Durban's harbor and Natal.
Zulu kingdom split into 13 chiefdoms to dilute its power and insure against the rise of another Shaka Zulu.

1848
British annex land settled by Boers between the Orange and Vaal Rivers.

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16th CENTURY TO DEMOCRACY

By 1853
After 4 wars, the Xhosa were overwhelmed. thousands died, resulting in the destruction of much of their traditional culture.

1852-1854
Boers gain independence No. of Vaal River, becomes Orange Free State, and Transvaal.Citizenship restricted to white Protestant Afrikaners.So. Africa divided (Afrikaner north, British south).
The *Great treck* ends.

1848-1898
Afrikaner s defeat Venda, Sotho, Pedi and Ndebele. Boers gained large land tracts and created "Native Reserves" for the defeated blacks.

1860
First indentured Indian laborers arrive in Durban to work in the sugar cane fields.

1867
Diamonds are discovered in the westernTransvaal, gold in the east.

1875
British annex Transvaal to get access to mineral rights.

1884
Afrikaners convince British to giveTransvaal independance

1889-1902
Afrikaners invade British coastal colony (*Anglo-Boer War*). Afrikaners were put in concentration camps by TheBritish. They and many black laborers and servants died from disease and mal treatment.

1902
British annex former Boer republics, but allow them autonomy.

By end of the 19th Century
Almost all So. African land was owned and surveyed by whites and government.Blacks lived mostly on "resreves" where traditional communal teunre governed land use, they had no permanent claims.

1907-1909
Afrikaners and British pass white controlled constitutions and form the Union of South Africa.

1913-1914
Mahatma Gandhi, an Indian lawyer, lead Indian laborers in non-violent protests against discriminatory laws This became the model for later mass protests against apartheid.

1910-1934
Afrikaner nationalism rises, National Party is born.

1934-1990
So. African politics dominated by the National Party. Afrikaners became firmly established in the civil service, professions, and on the land. British mostly in commerce and finance. Apartheid forces ethnic and racial separation. Resistance leads to violence, and repression.

August 21, 1989
The Harare Declaration calls for an end to apartheid in So. Africa and release of all political prisoners.

January, 1990
F.W. de Klerk, National Party leader promised reforms that would dismantle apartheid.

February 11, 1990
Nelson Mandela released from serving a life prison sentence after 27 years.

March, 1992
A "whites only" referendum endorsed the agenda for a "New South Africa."

May 9,1994
The African National Congress Party wins South Africa s first democratic election. Nelson Mandela is elected President.

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APARTHEID

No discussion of South Africa is complete without mentioning apartheid. Apartheid defines everything that South Africa was in the past and is today. Under apartheid South Africa's population was separated by race into an unequal system of preference and powerlessness. Housing, jobs, education, political representation and "quality of life" were all determined by your racial identity, which was sometimes arbitrarily designated. Non-whites were systematically excluded from full and equal participation in the economic, political, and social life of South Africa. The apartheid system imposed control over the majority by a small white minority, that had exclusive control over wealth, power and privilege.

The early seeds of apartheid were planted soon after Afrikaners in the Cape of Good Hope began moving inland, establishing systems of land tenure. Early Afrikaners believed South Africa was their "Promised Land," their reward for centuries of struggle, theirs for the taking. They believed that different racial groups have a "divinely ordained destiny" to develop apart from each other; the assumption was that people of different racial groups were inherently unequal. The mandated separation of South Africans by racial group under apartheid resulted in three-fourths of the population being forced to live on 13% of the most unproductive land. As time passed, power shifted back and forth between the two major European settlement groups. Africans and others, who were only allowed to work as servants or laborers, were excluded from participation in decisions effecting the division or use of land, natural resources or, at times, their own lives.

Apartheid negatively affected every aspect of daily life for the majority of South Africa's inhabitants:

- It determined where non-white people could live, work, and worship.
- It determined what newscasters and journalists could write or say.
- It determined which books, magazines, and television shows could be purchased or watched.
- It determined people's associations, their freedom of movement, and their quality of life.
- All sources of information, and the languages used to disseminate that information, were controlled in favor of the white minority.

Apartheid encouraged animosity between people of different ethnic groups and isolated South Africans from each other and the rest of the world.

LEARN MORE ABOUT APARTHEID

Sleuth Way Research

your These

Through Topics

Between 1948 and 1959, these Acts restructured South African society to conform to apartheid laws:

. The Population Registration Act.
. The Group Areas Act.
. The Separate Amenities Act
. The Bantu Education Act
. The Suppression of Communism Act.
. The Bantu Authorities Act
. The Prohibition of Political Interference Act

1. Tell how each of the Acts above contributed to the support of apartheid.
2. Which of these Acts made it easier for police and government agencies to impose restrictions on organizations that oppossed apartheid? Give some examples of the types of enforcement(s) used to repress protest and opposition.

The Sharpeville Massacre of March 21, 1960 marked a turning point in the struggle against apartheid.

1. What was the nature of the protest that preceded the massacre?
2. Cite some of the changes instituted by the government and the African National Congress after Sharpville.
3. Why is Sharpeville identified as a turning point in the anti-apartheid movement?

Prior to the 1960's District Six was a thriving working class community.

1. Where is District Six located?
2. Write a brief description of community life as it used to be in District Six.
3. Write a story as if you were a main character whose family is being forced to relocate to a township.
   - Describe yourself and your family.
   - Where do you live and who are your neighbors?
   - Where would you go if you could move to any place in the world?
4. What would you do with what remains of District Six today?

June 16, 1976 has major signifigance for black South Africans.

1. Why is that date significant?
2. What resulted from what happened that day?
3. Why was it called the Children's Revolution?
4. What was the impact on black educational systems and students?

1985-1990 were extremely difficult years for opponents of apartheid.

1. What were some steps taken to suppress protests against apartheid during this period?
2. What role did labor unions play in the anti-apartheid movement?
3. Cite some events that took place in Europe, Africa and the United Nations that helped to convince the South African governmnet to ease restrictions.

The ANC gained control of South African government after its first democratic election on May 9, 1994.

1. What was the theme of Nelson Mandela's election campaign?
2. What cabinet post did Winnie Mandela get?
3. Identify some of the many issues the new government must address.

Projects and Reflections

on

South African History

ART

1. Find and describe San petrogylphs (rock paintings) .
   - . How would you account for the different colors?
   - . What stories could you make up about the San lifestyle based on the pictures you found?
   - . Create a petroglyph that shows an aspect of your life.
2. Make a map of South Africa indicating where different prehistoric fossils were found.
3. Draw a scene from the *Great Trek*..Write a description of what's happening.
4. Create a visual model of South African political power shifts.
5. Illustrate the settlement of South Africa after 1652 (groups, important events, outstanding people, etc.
6. Find out more about the Ndebele people.
   - . What art forms do they share with the Zulus?
   - . Which of their art forms are distinctly their own?
   - . Create your own designs based on Ndebele design forms.
7. Make a replica the flag of the "New South Africa."

COMMUNICATION ARTS

1. Read a biography of Shaka Zulu.
   - . Select an incident or time in his life that you would like to highlight and write a brief description.
   - . Mention 3 things that indicate he is not a positive role model.
   - . Cite some positive contributions he is responsible for.

2. Read some writing of contemporary South African teenagers.
    . What are some things they like to do?
    . What are some concerns they have about their futures?
    . What are some issues they have with their parents?

Music

1. Learn the South African National Anthem. Teach it to a friend.
2. Listen to some recordings of music and poetry made in the townships opposing apartheid.
3. Get to know some contemporary South African musicians and popular songs.
4. What American misic and performers are currently popular in South Africa?

Sciience

1. South Africa has great mineral wealth. In addition to diamonds and gold what other natural resources does South Africa have in abundance?
2. What are these resources used for?
3. Who owns the rights to these resources?
4. How much of the profit is reinvested in South Africa?

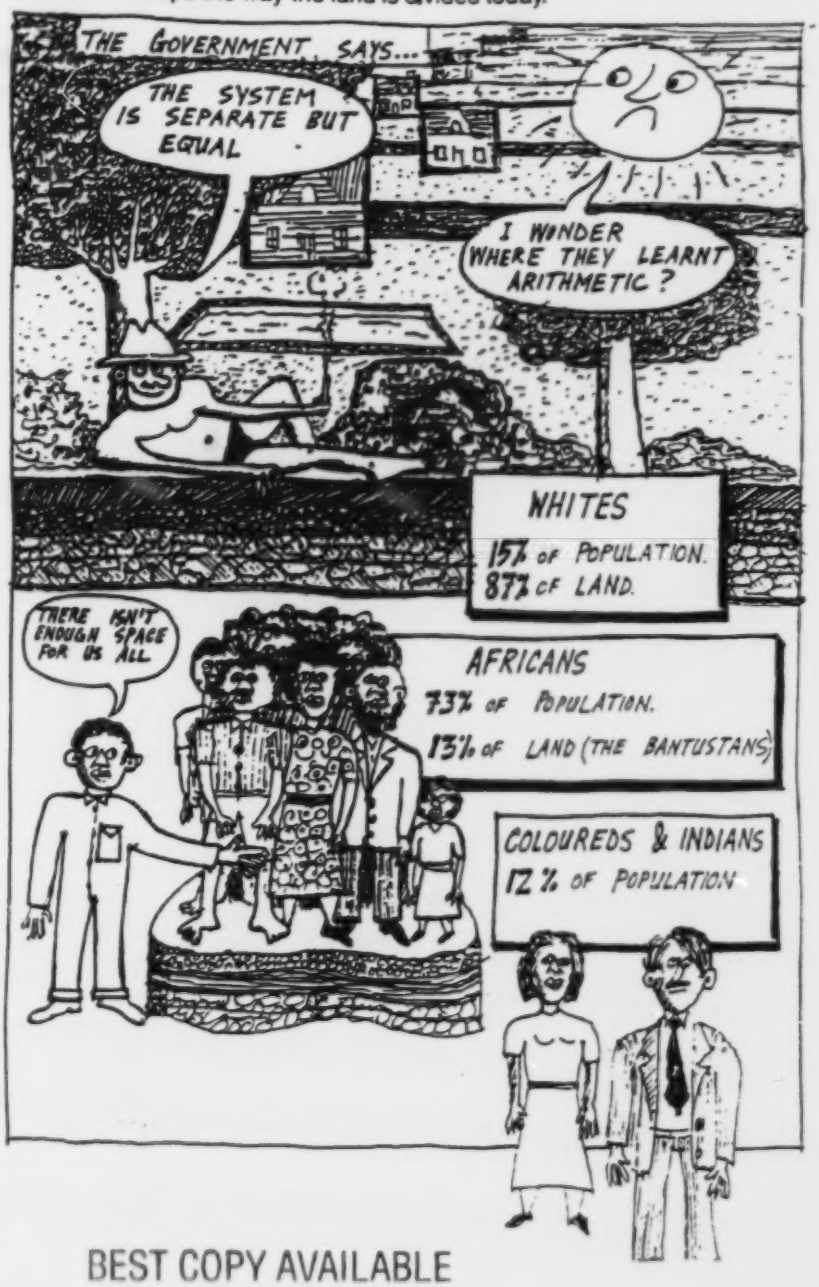
Social Studies

1. Create a time-line of the discovery of early human fossils in different parts of the world.
    . What, if anything, could you conclude about human life on earth today based on where and when these early findings were made?
2. Why were Europeans attracted to South Africa even before they began to settle there?
3. What was life like for miners in South Africa?
    . Describe a typical miner's home and work life.
    . Did conditions differ from one mining industry to another?
    . What are some issues facing miners today?

Apartheid: What is it?

Apartheid, continued

In 1913 the government made the first of several laws to divide the land between Whites and Blacks. Based on the results of earlier military conquest these laws shape the way the land is divided today.



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from *Fighting Apartheid*, International Defense and Aid Fund, p. 17

Apartheid is Wrong-Paula Ragovin Bower

Apartheid: What is it?

Apartheid, continued

The ruling minority became afraid of the growing power of black people in towns and cities.

WHITE WORKERS
HE'S AFTER MY JOB...
STOP SMILING!
SHOPKEEPERS
THIS COMPETITION FROM BLACKS IS BAD FOR MY BUSINESS.
NAIDOO'S STORE
NEL'S STORE
FARMERS
WE NEED CHEAP LABOUR, BUT TOO MANY BLACKS HAVE GONE TO THE CITIES.
BUSINESSMEN
HOW WILL MY BUSINESS GROW IF I CAN'T KEEP WAGES LOW?

In 1948 whites elected a new government, which they thought would keep the black majority under control.

THE NATIONALISTS WILL SOLVE ALL YOUR PROBLEMS...
ON THE ONE HAND, WE WILL SEND THEM TO THE BANTUSTANS...
BUT ON THE OTHER HAND (FOR THE BUSINESSMEN) WE WILL BRING THEM TO THE CITIES.

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from *Fighting Apartheid*, International Defense and Aid Fund, p. 22

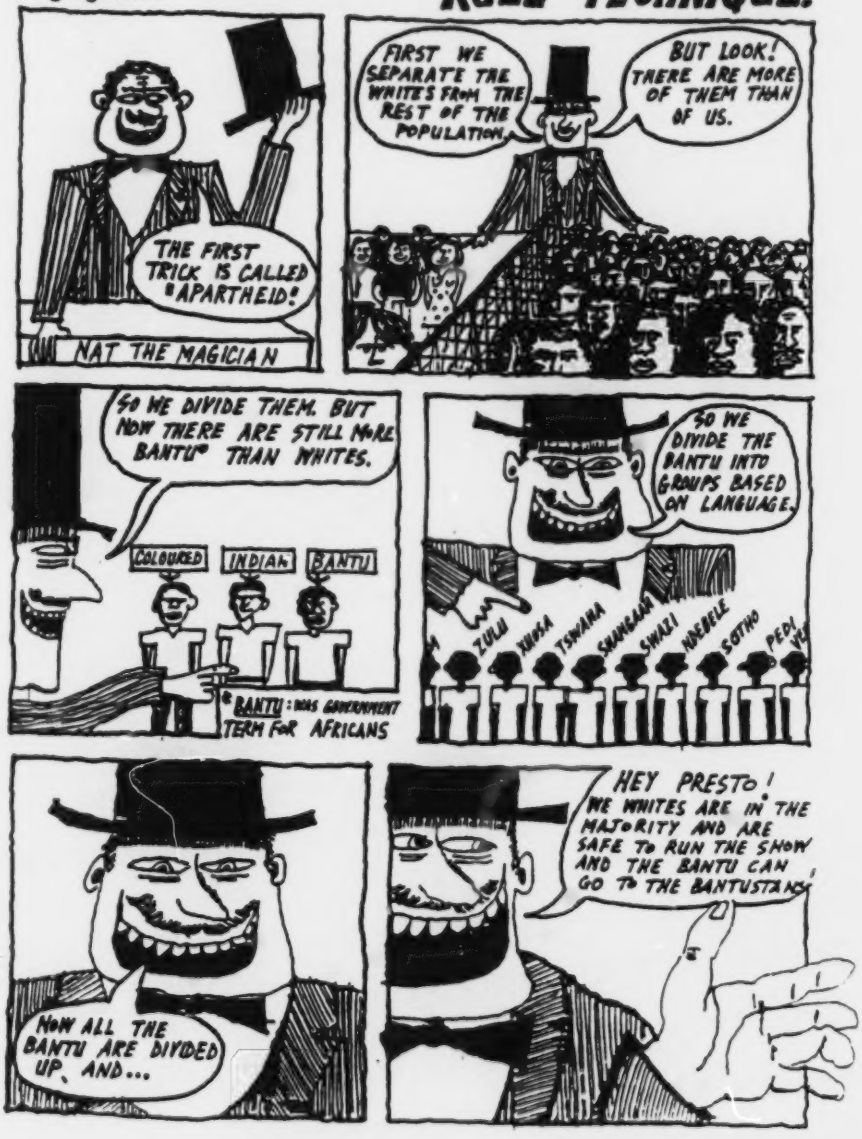
Apartheid is wrong - Paula Ragavin Bowles

Apartheid: What is it?

Apartheid, continued

The Nationalists called their policy 'Apartheid'. Its aim was to break the power of the majority by extending segregation.

THE DIVIDE AND RULE TECHNIQUE.


THE FIRST TRICK IS CALLED "APARTHEID"
NAT THE MAGICIAN
FIRST WE SEPARATE THE WHITES FROM THE REST OF THE POPULATION.
BUT LOOK! THERE ARE MORE OF THEM THAN OF US.
SO WE DIVIDE THEM. BUT NOW THERE ARE STILL MORE BANTU THAN WHITES.
COLOURED
INDIAN
BANTU
BANTU: WAS GOVERNMENT TERM FOR AFRICANS
SO WE DIVIDE THE BANTU INTO GROUPS BASED ON LANGUAGE.
ZULU
XHOSA
TSWANA
SHANGAAN
SWAZI
NDEBELE
SOTHO
PEDI
NOW ALL THE BANTU ARE DIVIDED UP, AND...
HEY PRESTO! WE WHITES ARE IN THE MAJORITY AND ARE SAFE TO RUN THE SHOW AND THE BANTU CAN GO TO THE BANTUSTANS

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from *Fighting Apartheid*, International Defense and Aid Fund, p. 23

Apartheid Is Wrong - Paula Ragouin Bower

Apartheid: What is it?

Apartheid, continued

ACTIVITIES: ***Select any of the following activities:***

Art/writing: *

1. Apartheid. Show and discuss the filmstrip, *Apartheid is Wrong*. Have each student draw a picture and/or write a newspaper article about one aspect of apartheid. Submit the article to your school or community newspaper or publish it as a volume. See newspaper sample on A-15 and Activity Sheet #2.

Research/ Social Studies:

2. Segregation in the United States. The laws allowing segregation in the United States were called Jim Crow laws. The Civil Rights Movement forced an end to many of these laws. Compare and contrast the Jim Crow laws and the apartheid laws.

Drama: *

3. Apartheid. Have students act out the plays, *Apartheid* and *Apartheid is Bad.* (See appendix.) Discuss each act. Develop new scenes. Make a video of your version of the plays and show the video to other young people. Contact your local cable TV station to inquire about obtaining air time.

Reading: *

4. Life under apartheid. Young children will enjoy hearing you read the *Jafta* books by Hugh Lewin. The books in this series will help children get a feeling about life in South Africa under apartheid.

Critical thinking/ writing:

5. The views of Dr. Martin Luther King, Jr. Read the excerpt from Dr. Martin Luther King's speech at Hunter College, on Human Rights Day, December 10, 1965, Activity Sheet #1. How does Dr.King describe the apartheid government? How would you describe apartheid? Have students record and share their remarks. What would Dr. King say about apartheid today?

Drama:

6. Mixed marriages. Have students act out a scene where two people, Black and white, get married, but are unable to find a house where they can live together because of the laws requiring segregated housing. Discuss this.

Social Studies:

7. Time lines. Read the brief history of South Africa. Students can choose dates from this brief history to make their own time line. If your class is studying United States history, students may want to compare major events that took place the same year in South Africa and in the United States.

Research/ social studies:

8. History. Look at the brief history of South Africa. Working in groups or independently, students can choose events in South African history to learn about in greater depth. Each group can present its research project to the class or to other classes in the school.

Research/ Social Studies:

9. Women. Look at the information about Black women under apartheid. Black women have few civil or human rights in South Africa. Make a chart contrasting the rights of Black women in the United States and South Africa. Items you may want to compare include:

- ownership of land and houses
- education
- the right to vote
- jobs

Critical thinking/ Debate:

10. Apartheid. Conduct a debate about various issues regarding apartheid. These can include:

- pass laws
- banning
- voting rights
- Bantu education
- the classification system
- white minority rule

Invite other classes or parents to your debate.

Apartheid Is wrong - Paula Ragovin Bower

Critical thinking/ writing:
*

12. Feelings. Have students imagine they are Black South Africans. Discuss these issues.

- How would it feel to be forced to leave a store when a white person entered?
- How would it feel to have to walk 5 miles each way to school?
- How would it feel to be forced to leave school because your family cannot afford to pay for school, when the white children attend for free?
- How would it feel when an almost-empty new bus for white people passes your bus, an old broken-down, overcrowded bus?
- How would it feel to make friends with a white child and not be able to go to the same park or school?
- How would it feel to walk in the separate entrance for servants?
- How would it feel to have your father leave home to go to work hundreds of miles away and you can't see him for more than 2 weeks a year?
- How would it feel when your mother leaves for work as a domestic worker and returns home once a month?

Have students think of more situations like this. They can keep a journal or diary for 2 - 3 days in which they imagine themselves as a Black South African, and write about their feelings in these situations. You may want to make a chart of situations and categorize each with feeling words such as angry, sad, furious, etc.

Critical thinking/ writing:
*

13. Feelings. There are many white South Africans who oppose apartheid. Some are silent. Some speak out against apartheid at home, at school, or in organizations, even though this is against the law. Some have refused to register for the draft and serve in the South African Defense Force. Some have even mutinied in the South African Defense Force, risking their lives.

Have students imagine that they are a white South African. They live in a nice house and go to school. But they hate apartheid and think it's wrong.

Ask these questions:

- How would you feel when your parents won't let you play with a Black friend?
- How would you feel when your uncrowded new bus drove past a broken-down and overcrowded bus for Black people?
- How would you feel if you and your Black friend had to walk up separate staircases, ride in separate taxi cabs or trains, drink from separate drinking fountains, or go to separate schools, restaurants, and beaches?

Express your feelings out loud or in writing.

Critical thinking/ writing:

14. Feelings. Have students in your class ever experienced an act of racism directed toward them or a member of their family? Discuss this or write about and discuss this.

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Apartheid: What is it?

Apartheid, continued

Physical education/ science:
*

15. Feelings. Play this game.

SEEDS

Everyone gets down on the ground into a small ball pretending to be a dormant seed. The leader stands in the middle and instructs the seeds along in their growth process. The leader will describe how the rain comes and a few drops fall, the sunshine comes out and maybe the seeds send up a small shoot to test it out. Keep guiding the seeds along as they begin becoming plants. First play "Seeds" with the rule that everyone must grow into a tall straight plant.

Then the he leader tells a few children they may not have water.

How does it feel to be a flower that is forbidden to grow? How does this relate to apartheid or racism?

Physical education:
*

16. Feelings. Play this game.

WALK IN A CIRCLE

1. The group starts out by walking in a circle. All individuals are required to maintain a steady even pace. Eye focus must be straight ahead and faces should show no emotion. The body should be controlled, with no extraneous movement. The leader should continue providing such directions to the group until everyone is quietly walking around the circle in an identical expressionless fashion.

2. Now you may tell the group while continuing to walk in a circle to pretend to experience different emotions. You may start by saying, "Now you are really excited and happy, it is your birthday and your mother has promised a special surprise,..." Encourage the group members to display outward signs of the emotion indicated–skipping, yelling, whistling. You should, as the leader, take the group through free expression of a whole gamut of emotions–fear, anger, contentedness, shyness, laziness, eagerness, boredom, anxiety, confusion, grumpiness, etc. It is always helpful to accompany the introduction of each new emotion with a comparable situation. Don't just say that now you are angry, but provide them with an imaginary reason such as "your sister just lost your favorite book, show how you feel."

   You may wish to close with a short allusion to how, often in an oppressive society such as South Africa, it is dangerous to actually show outwardly what you are feeling. Encourage an understanding of how important it is to be able to freely express your inner emotions, but that this freedom should not be taken for granted.

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Apartheid is Wrong Paula Ragouin Bauer

ACTIVITIES:

Drama:

Select any of the following activities:

1. Registration and classification. Have students act out this play, *Without a School*, by Jeffrey Kume and Paula Bower.

WITHOUT A SCHOOL, BY JEFFREY KUME AND PAULA BOWER

ACT I

This act takes place at a government office where people register their children at birth.

Mother: I would like to register my baby.

Officer: What is his name?

Mother: Mgwebethu Mxoxozi. (There is a click sound in the Xhosa language for the x, c, gq, and gc.)

Officer: What? Write his name down over here. (He points to a paper.)

Mother: I cannot write, baas.

Officer: Then I will write your son's name as Andrie Van der Merwe, Coloured. (This is a Afrikaans name. Mgwebethu's father is Xhosa and his mother is Zulu. They are African. A child is usually registered according to his father's background, not his mother's.)

Mother: (She looks down.) Thank you baas. (She takes the registration form and leaves with her son.)

ACT II

Nine years later. The mother is trying to register Mgwebethu at a Xhosa school in Soweto. They walk into the Director's Office.

Mother: I want to register my son at your school.

Director: Let me see your child's birth certificate. I'm sorry. Andrie cannot attend our school. It is for Xhosa children only.

Mother: But Mgwebethu IS Xhosa.

Director: His birth certificate says that Andrie is coloured. This school is for Xhosa children. We don't take children of other nationalities.

Mother: There must be a mistake. My husband is Xhosa. He was born in Transkei. My son is Xhosa!

Director: I'm sorry. I cannot accept your son. I don't want to lose my job.

(The mother and son leave the school. They will have to face the dehumanizing and almost impossible task of correcting the child's birth certificate before he can register for this school.)

This short skit dramatizes the horrors of the system of classification and registration. In South Africa every child must be registered at birth. Schools are segregated according to racial groups and tribes Discuss the problems faced by the mother and child.

Apartheid is Wrong – Paula Ragouin Bower

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17

POST-APARTHEID SOUTH AFRICA - THE RAINBOW NATION:

South Africa is a country of strong contrasts and vast contradictions. It has its share of folk medicine practitioners and world- famous heart surgeons; intense violence, and Nobel Peace Prize winners; tribal chiefs and symphony orchestras; extreme poverty and the world's greatest sources of natural wealth; opressors and victims; cynics and optimists. The issues facing South Africa today are difficult and challenging. The process of reparing more than 300 years of damage to a society that perfected the practice of divide and conquer and subjugation of the many by the, powerful few, will be slow and tedious. Success will require that every South African invest a huge leap of faith, a lot of trust and abundant good will in the effort to achieve a better life for all South Africans and a place in the world community.

One obstacle in the path toward nation-building is the dearth of demographic information about the population. Under apartheid, only citizens were counted. Blacks and others who were excluded from the political system were not considered to be South African citizens, and weren't counted.The central government doesn't know exactly how many South Africans there are. Without this information it's difficult to plan and allocate resources. Further complicating the situation, a steady stream of immigrants from other African countries makes it difficult, if not impossible, to get an accurate count of the entire population.

South Africa's histroy of migration and colonialism is visible in the faces of its people. They represent many different ethnic, religious, racial, cultural and language groups. Asians, mostly Indian and some Chinese, comprise 2.5% of the population. Mixed racial backgrounds (considered colored under apartheid) including Malaysian, European, Indian, and black African mixtures account for 8.5%. Caucasians, including Afrikaaners (early Dutch, German and French settlers) and descendants of Portuguese, British, and other European settlers represent 13%. The majority, 76%, are black Africans (descendants of the early Khoisan people) and recent immigrants from other African countries. In 1994 it was estimated that South Africa had a population of approximately 40,500,000 people.

FROM PRISONER TO PRESIDENT

Twenty-seven-year ordeal behind bars prepared freedom fighter for the tough job that lies ahead

Commemorating the four-year anniversary of his release from prison, Nelson Mandela peers out of the Robben Island Prison cell he occupied for much of his 27-year incarceration. Three months later, on May 10, 1994, he is sworn in (below) as South Africa's first Black president.

By Hans J. Massaquoi

WHEN on Feb. 12, 1990, Nelson Mandela stepped out of Victor Verster Prison after 27 years of imprisonment — unbroken by hard labor, physical and mental torture, life-threatening illness and separation from his family — he had pulled off a miracle few believed could be topped. The skeptics were wrong. Four years later, that same Nelson Mandela outdid himself by pulling off another, even bigger miracle. Dealing a death blow to South Africa's long-discredited apartheid system, he became the country's first Black president following his overwhelming victory in a historic multiracial election based on one-person, one-vote.

Today, the world is poised for a third, perhaps still bigger Mandela miracle — the economic integration of South Africa's Black majority which had been forced to live in abject poverty under harsh White apartheid rule. To accomplish this, President Mandela must convince the nation's White hard-

An avid fitness buff for most of his life, a youthful Mandela assumes a fighting stance while shadow boxing in preparation for an amateur fight. Physical conditioning helped freedom fighter survive the rigors of prison life.

however, at the sight of the president's trim, youthful-looking frame. Thanks to the strict regimen of physical workouts he imposed on himself as a prisoner and as an amateur boxer before his incarceration, he is in much better health than one would expect from a 76-year-old man who spent more than one-third of his life behind bars. He still walks erect and, except for a hearing aid, exhibits no visible signs of infirmity. Mandela aides say that their boss can get by on as little as four hours sleep, and has been known to call them in the wee hours of the night to conduct business.

In addition to his remarkable stamina, the quality that has amazed most people about Nelson Mandela is his apparent lack of bitterness toward his former enemies. Close associates of his say there are two reasons for his willingness — no, eagerness — to let bygones be bygones: 1. Pragmatism: he considers feeling bitter and vengeful counterproductive and a waste of his valuable time. 2. Idealism; he truly believes in the concept of a nonracial society and doesn't look at things in terms of Black and White. Thus, he had no problem accepting a joint Nobel Peace Prize with then President F. W. de Klerk in Oslo, Norway, for their efforts to end apartheid in South Africa, although some of his followers felt that this was inappropriate.

The man who has taken on the daunting task of leveling the lopsided playing field for South Africa's Black majority was born on July 18, 1918, in a small village near Umtata in the Transkei, the son of a chief of the Tembu tribe. He was baptized in the Methodist Church and given the name Rolihlahla Nelson Dalibhunga Mandela. When the boy was nine years old, his father died and his education — aimed at preparing him for his father's post — was entrusted to a cousin, the acting paramount chief.

After attending a British missionary school, young Mandela, in 1939, enrolled at Fort Hare University where he met some of his future comrades in the African National Congress, including Oliver Tambo, and became interested in activist politics. Involvement in a student strike in 1940 got him and Tambo suspended, and forced him to return to his native village. When his tribe's elders tried to marry him to a woman he found less than appealing, he said thanks-but-no-thanks to both his bride-to-be and his future as a tribal chief and headed for Soweto, Johannesburg's sprawling Black metropolis. There, he came to the attention of Walter Sisulu, the head of the local ANC. Impressed with the imposing, bright and articulate young man, Sisulu persuaded him to join the ANC and to complete undergraduate work at Fort Hare and to study law. After receiving his law degree from Witwatersrand University, Mandela opened a law office with fellow-barrister Tambo, the first Black law firm in all South Africa.

Taking a stab at middle-class respectability, up-and-coming lawyer Mandela, in 1944, married Evelyn Ntoko, a nurse, and settled down. But not for long. The plight of his people, he felt, left him no choice but to give most of his time and attention to the freedom struggle rather than to his young wife.

Disillusionment with the lack of militancy on the part of the ANC prompted Mandela, Sisulu and Tambo to join like-minded militants and found the more radical ANC Youth League. Within five years of infighting and maneuvering, the young rebels succeeded in purging the older, more conservative ANC leadership and taking over the organization.

In 1956, Mandela divorced Evelyn, who had borne him two sons and a daughter, and two years later met and married Nomzamo Winnie Madikizela, a medical social worker 16 years younger than he. Although they produced two daughters, they had scarcely four years to enjoy wedded bliss.

Continued on Next Page

core conservatives as well as his main Black rival, Zulu Chief Mangosuthu Buthelezi, that they have nothing to lose and everything to gain by joining him in his quest to unite the country and by becoming his partners in building a new state.

Inevitably, concerns have been voiced about placing so heavy a burden on the shoulders of a man who, were it not for his unique celebrity, would probably be living in retirement. Most of those concerns fade,

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One of 155 defendants in a treason trial in which he was eventually acquitted, Mandela in 1958 chats with a fellow-attorney during trial recess. At the time, he was still confident that freedom for his people could be achieved through peaceful protest demonstrations. The Sharpeville massacre in 1960, during which South African police killed 69 peaceful demonstrators, changed his mind irrevocably.

PRISONER TO PRESIDENT *Continued*

On March 21, 1960, a day that will live in infamy, South African police at Sharpeville opened fire on peaceful demonstrators who were protesting a discriminatory pass law, killing 69 and wounding 180. The brutal massacre was "the straw" that convinced Mandela of the futility of nonviolent demonstrations as a means of freeing his people. Acting on his conviction, he went underground and with a group of ANCers set up the independent organization Umkhonto we Sizwe (Spear of the Nation), aimed at ending apartheid through armed insurrection, guerrilla warfare and sabotage. After slipping out of the country illegally and meeting with Ethiopian Emperor Haile Selassie and the commander-in-chief of the Algerian Liberation Army, Col. Boumedienne, the young firebrand underwent military training in Ethiopia and Algeria, then slipped back into South Africa to take personal command of the new guerrilla army. His underground activities soon made him a hero among his people and a favorite subject of the South African press, which eagerly followed the exploits of the "Black Pimpernel." In August of 1962, while disguised as a chauffeur, Mandela was arrested after informers tipped off police. During what became to be known as the Rivonia Trial, Mandela and seven of his ANC commdes, including Sisulu, were found guilty of sabotage, sentenced to life imprisonment and shipped to Robben Island Prison off Cape Town, South Africa's Alcatraz.

During the following 27 years of incarceration, Mandela was sustained only by his iron determination to survive and his family's love. (Ironically, his marriage to Winnie, who rose to become a political power in her own right, survived his imprisonment but not his freedom. They are now reportedly irreconcilably estranged.) Between back-breaking labor in a stone quarry, he and his ANC comrades used every available moment to plot and scheme toward making their dream of a free South Africa a reality. The plotters knew that time was all they had, but they also knew that time was on their side. Undeterred by personal tragedies, such as the deaths of his mother and oldest son and the government's subsequent refusal to let him attend their funerals, Mandela worked hard to keep his mind and body fit, even studied Afrikaans, the much-hated language of the oppressors, in order to better understand his enemies.

Meanwhile, with sanctions imposed by the United States and other nations strangling South Africa's economy, apartheid and the people who supported it were rapidly approaching the end of their rope. By 1985, responding to pressure from ANC guerrillas and condemnation from around the world, the government started secret negotiations with Mandela for his release. To save face, State President P. W. Botha told the star prisoner that he could be a free man provided he openly renounced violence. Mandela refused. The offer was repeated toward the end of 1989 by Botha's successor, F.W. de Klerk, and again Mandela refused. Only after an exasperated de Klerk agreed to an unconditional, no-strings-attached release did Mandela accept.

Since his release from prison, Mandela has shown himself as an adroit consensus builder, thanks to his tolerance for a wide range of views and the fact that he is not beholden to any particular philosophy, dogma or ideology. While opposed to communism as a solution for South Africa, he is unabashedly loyal to his Communist friends, such as Cuba's Fidel Castro, who supported him during the struggle, maintaining that Communists have always "spoken with a louder voice against apartheid than most of the Western world." Those close to

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In Robben Island Prison yard, Mandela plots liberation strategy with his mentor and ANC comrade, Walter Sisulu. At left, below, an unbroken Mandela returns Black Power salute to the Cape Town crowd welcoming him upon his release from prison.

PRISONER TO PRESIDENT *Continued*

him say that he is willing to try almost anything to see if it works and to discard it if it doesn't. They say there is only one thing he is inflexible about — his goal to see racial justice done in South Africa.

While not a spellbinding orator, Mandela has had no difficulty communicating to his people his deep-felt sincerity and continued commitment to his creed, which he announced at the conclusion of his treason trial in 1962. At that time he said, "I have fought against White domination, and I have fought against Black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if need be, it is an ideal for which I am prepared to die."

With the reigns of South Africa firmly in his grasp, Mandela has reiterated his commitment to his ideal, vowing, "Never, never and never again shall it be that this beautiful land will again experience the oppression of one by another and suffer the indignity of being the skunk of the world."

Those who know Nelson Mandela say his word is as good as South African gold. □

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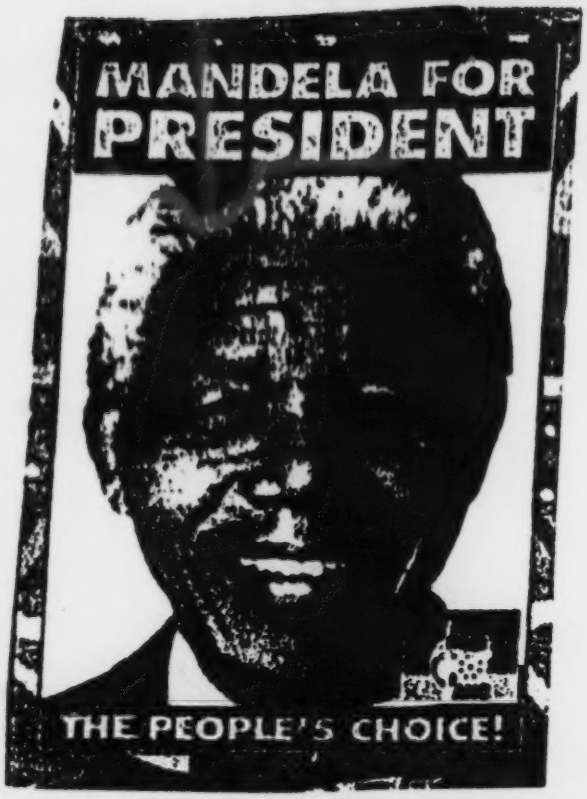
AMANDLA!!!

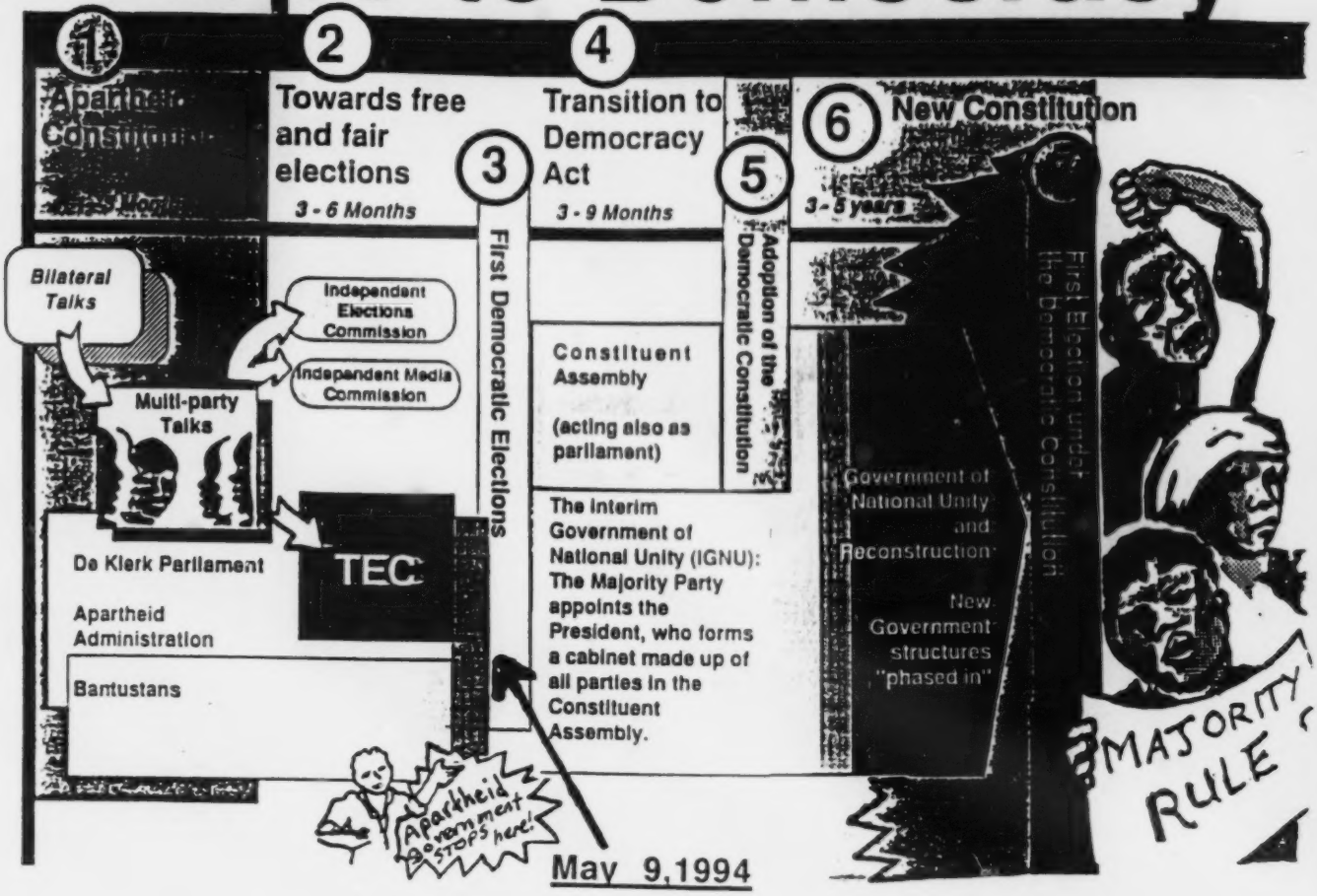


Power !!!

Nelson Mandela is called the *Great old man*, the *Father of South Africa.*

- **What preparation did Nelson Mandela have that made him a good candidate for President of South Africa?**
- **How did he win the trust of South Africans?**

7 Steps to Democracy



YOU GOTTA HAVE A PLAN !!!

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SIMUNYE

Constitutional Principles for a Democratic Future

1. Constitutional Principles

The position of the ANC is that the Constituent Assembly must follow these principles when it makes the new constitution:

a. South Africa will be a united, democratic, non-racial, non-sexist, sovereign state. All will enjoy a common South African citizenship.

b. The Constitution shall be the Supreme Law.

c. The Constitution will acknowledge the diversity of languages, cultures and religions.

d. There will be a separation of powers between the legislature, the executive and the judiciary with appropriate checks and balances.

e. The government will be representative and accountable, and embrace multi-party democracy, regular elections, universal adult suffrage and a common voters role.

f. The judiciary will be independent, non-sexist, non-racial and impartial.

g. There will be an enforceable Bill of Rights, which shall guarantee:
- universal accepted human rights and freedoms
- civil liberties including freedom of religion, speech and assembly
- equality of all before the law
- that no property may be taken by the state except in accordance with statute and in the public interest.

h. The government shall be structured at national, regional and local levels.

i. The constitution shall work to improve the quality of life of all South Africans, by providing economic growth, human development, social justice and equal opportunities for all of our people.

j. The constitution shall define a suitable role for traditional leaders, consistent with the goal of a united, non-racial, non-sexist and democratic South Africa.

2. What can you do?

- ***Strengthen all structures of civil society*** to make sure that the Constituent Assembly takes into account the views of all of our people.
- ***Discuss these issues in your structures. Campaign for them in your communities. Assert your views.***

WE ARE ONE

RECONSTRUCTION AND DEVELOPMENT

The victory of the African National Congress in the 1994 elections meant that many things would be changed to improve living conditions and opportunities for the majority of South Africans. The RDP is a plan to address South Africa's social and economic problems. Problems of:

- **Violence**
- **Lack of Housing**
- **Lack of Jobs**
- **Inadequate Education and Health Care**
- **Lack of Democracy**
- **A Failing Economy**

The plan seeks to unite South Africans in building "a democratic, non-racial, non-sexist future." The founders of the plan believe that...

- **In a democratic society every individual and constituency must be represented and differences resolved through peaceful negotiation.**

The RDP is a complex and thorough plan for the complete "transformation" of the nation and people of the Republic of South Africa.

The 6 basic principles of the RDP

The RDP is a programme...

- **to address the whole problem, not just part of it**
- **based on the needs and energies of all of our people**
- **to provide peace and security for all**
- **to build the nation**
- **to link reconstruction and development**
- **to build and strengthen democracy.**

These are the six basic principles of the RDP.

A programme to address the whole problem

The effects of apartheid cannot be overcome by policies which only look at some of the problems and ignore others. The RDP addresses all of the problems. It brings together strategies to make the best use of all of our resources, both now and for the future.

This programme is essentially...

A programme which puts people first

Our people, with their hopes and their strengths, are our most important resource. The RDP focuses on our people's most immediate needs, and it relies, in turn, on their energies to meet these needs.

This programme, based on the needs and energies of people, is closely bound up with...

A programme for peace and security

In the past, the police, the security forces and the law served apartheid and were unable to control the wave of violence against our people. In order to rebuild and develop our country we must establish security forces which protect all our people and a legal system which will treat all people fairly and equally, according to the constitution.

As peace and security are established we will be able to start...

A programme to build the nation

Apartheid divided us into developed "first world" communities and underdeveloped "third world" communities. The RDP aims to build a strong nation which cannot only develop itself but also can play a part in the development of the whole Southern African region. It aims to build a nation which can play its full part in the world community.

Nation building calls for...

A programme to link reconstruction and development

Some people argue that we must first strengthen our economy and only then can we provide money to develop our poorer, disadvantaged communities. The RDP says NO to this. Of course, we need our economy to grow. We need to produce more. But we also need to start now to wipe out poverty. Our people can wait no longer. Building the economy and developing the country must happen side by side. The RDP spells out how to do this.

Finally, these first five principles all depend on...

A programme based on democracy

Under apartheid a minority of people controlled everything. This led to great inequality and underdevelopment. The way to real development is through democracy which allows everyone the opportunity to shape their own lives and to make a contribution to development.

The RDP is based on democracy. It says that people who are affected by decisions must take part in making those decisions. This is not something which only happens in elections. It happens every day of our lives, allowing us all to contribute actively to rebuilding and developing our country.

The 5 key programmes of the RDP

The RDP sets out 5 key programmes to rebuild and develop our country...

1 Meeting basic needs

- Jobs
- Land
- Housing
- Water
- Electricity
- Telephones
- Transport
- Environment
- Food
- Health care
- Social security and welfare

2 Developing our human resources

- Education and training
- Literacy
- Further education and skills
- Arts and culture
- Sport and recreation
- Youth development

3 Democratising the state and society

- Industry, trade and commerce
- Mining and minerals
- Agriculture, fisheries and forestry
- Tourism
- Upgrading infrastructure
- Reform of the financial sector
- Labour and worker rights
- Southern African regional policy

4 Building the economy

- The new constitution & the Constituent Assembly
- National and provincial government
- Security forces
- Administration of justice
- Public sector
- Local government
- Civil society
- Democratic information programme

5 Implementing the RDP

- Financing the RDP

1 MEETING BASIC NEEDS

One of the most important aims of the RDP is to meet the basic needs of our people as soon as possible. The list of important facts below shows that almost half of our people do not have such basic things as jobs, houses and medical care...

A few important facts...

- **About 17 million people live below the poverty level. 11 million of these are in rural areas.**
- **In 1990 there was a shortage of about 1,3 million homes. Each year about 200 000 new households seek a home but in 1992 only 50 000 homes were built.**
- **About 12 million people have no reasonable access to water and about 21 million don't have adequate sanitation.**
- **There is spare electricity in South Africa but only 36% of households are electrified. About 3 million homes do not have electricity. 19 000 schools (86% of the total) and 4 000 clinics have no electricity.**
- **For black people there is only 1 phone line for every 100 people. For whites there are 60 phone lines for every 100 people.**
- **Millions of people do not have adequate health care.**

We need go no further. It is clear that meeting basic needs is a priority. On the following pages you can read how the RDP aims to meet people's basic needs.

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Job creation through public works programmes

A National Public Works Programme aims to provide basic needs such as water supply, sewerage and roads and at the same time create jobs, particularly in poor and rural areas. The programme will provide adequate wages, working conditions and skills training and will be based on community involvement. Women and youth will be given priority.

Land Reform

A national land reform programme is essential for rural development. The reform programme must put right the injustices of forced removals and give access to land to those who were denied it by apartheid laws.

The land policy must ensure security of tenure for all South Africans. In other words, it must ensure people's right to stay on their land, whether they own it, or rent it, or hold it according to tribal custom.

The policy must remove all forms of discrimination which prevent women from having access to land.

The land reform programme has two parts...

- **redistribution** of residential and productive land to those who need it but cannot afford it, and...

- **restitution** for those who lost land because of apartheid laws. These people must be given land to compensate them for their loss. The land claims court will deal with this.

The RDP aims for land reform to raise incomes and productivity through better use of the land. Within five years the RDP will distribute 30% of the land through redistribution and restitution.

Housing and services

The RDP aims at decent, well-located and affordable shelter for all by the year 2003. In the short-term, the aim is to build one million new low-cost houses in five years.

Houses will be funded by government and by business through a national housing bank and a national home loan guarantee fund. Government will provide subsidies and make sure that poor people can get finance for housing.

The transfer of home ownership to long-term residents will be completed.

Hostels will be transformed, upgraded and become part of the local community.

Water and sanitation

The RDP plans to supply 20 to 30 litres of clean water each day to every person within two years, and 50 to 60 litres a day within five years from a point no more than 200 metres from their dwelling. All homes must have sanitation and refuse collection within two years.

Energy and electricity supply

Two and a half million more households and all schools and clinics will have electricity by the year 2000. The programme aims to pay for itself.

Telecommunications

All South Africans should have access to a modern, affordable telephone system.

All schools and clinics should have telephones within the next two years.

22

Transportation

The publicly owned transport systems — road, rail and air — will be improved to provide safe, convenient and affordable transportation.

Privately owned taxis, buses and airlines will be regulated so that they meet the same standards.

A campaign to improve road safety will be undertaken.

The environment

Apartheid led to the misuse of our natural resources. The RDP proposes better and fair control over access to our natural resources, education and awareness about the environment and careful monitoring of waste and pollution.

Laws will promote safe and healthy living and working conditions with full community and worker participation in monitoring and controlling threats to the environment.

A commission on the environment will be established.

Nutrition

The RDP aims to wipe out malnutrition and hunger in a three year programme. The new government will...

- keep VAT off basic foods
- support education on food and health issues
- improve the social security system
- curb the powers of the marketing boards who influence food prices.

While land reform, job creation and rebuilding the economy are the best ways to prevent hunger, the government will introduce short-term measures like price control on bread and food subsidies.

The position of children will be watched carefully to prevent hunger reoccurring.

Health care

The government will develop a national health system offering affordable health care. The focus will be on primary health care to prevent disease and promote health, as well as to cure illness.

The national health system will...

- give free medical care to children under 6 years and to homeless children
- improve maternity care for women
- provide free services to disabled people, aged people and unemployed people within five years
- organise programmes to prevent and treat major diseases like TB and AIDS
- expand counselling services (for victims of rape, child abuse, and other kinds of violence)
- give women the right to choose whether to have an early termination of pregnancy
- improve and expand mental health care
- run special education programmes on health, aimed particularly at young people
- improve occupational health in the workplace
- involve the fullest participation of communities.

Mothers with their babies at an ante-natal clinic.

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Social security and social welfare

A new social security and welfare system will be provided to all people regardless of their race, gender or physical disability. It will be just, fair and easily accessible to all. There will be no unnecessary bureaucracy.

Workers will be able to retire at 60 or 65 and will be entitled to a state pension from the age of 60. The pension system will be restructured to meet the needs of workers in the formal and informal sectors, as well as unemployed people, and to link with non-government pension and provident funds and other schemes.

Social security will first focus on those groups who have been most disadvantaged, such as...

- domestic workers
- farm workers
- seasonal workers
- disabled workers
- women and child victims of violence in the home and other forms of violence
- street children and other young people who have been affected by drugs and other substance abuse.

The rights of children will be protected and centres provided for children who need care. Immediate steps will be taken to remove children from prisons and police cells.

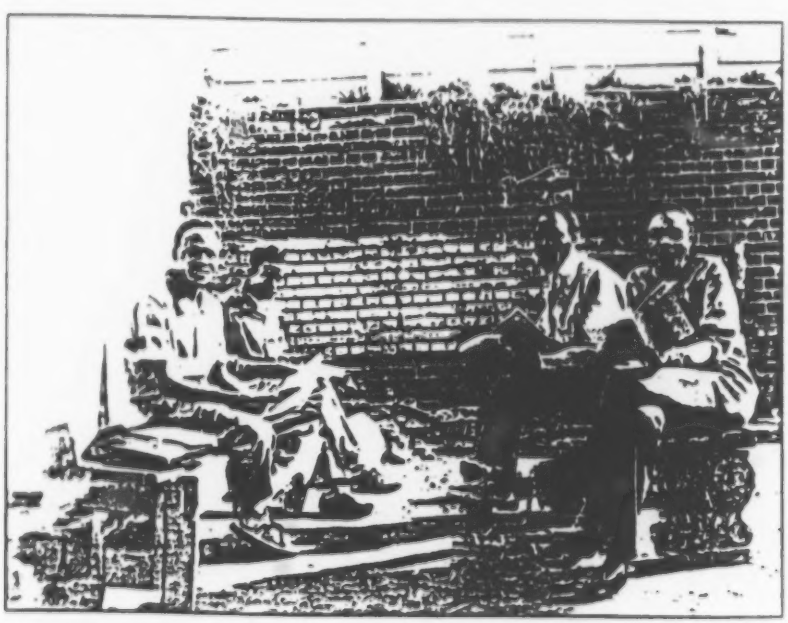
The social security system will involve community and non-governmental organisations, the private sector, religious organisations, traditional healers, trade unions, and so on.

2 DEVELOPING OUR HUMAN RESOURCES

In the Freedom Charter we demanded that: "The doors of learning shall be opened". Now is the time. The RDP plans to open those doors by giving all people — young and old, women and men — access to education and training, arts and culture, sport and recreation. It also plans to give special attention to youth development.

The RDP aims to create a culture of teaching and learning and to give people access to education and training throughout their lives — not only at schools and institutions but also at the workplace and in communities.

Structures will be set up at all levels to involve parents, teachers, students, trade unions, employers and non-governmental educational organisations in decision making and the implementation of our human resource development plan.



Many people who were denied access to formal education have empowered themselves through adult literacy programmes.

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Education and Training

The RDP proposes one education and training system that provides equal opportunities to all, irrespective of race, colour, sex, language, age, religion, where people live, or what their opinions and beliefs are.

Curriculums will prepare students at all levels for the challenges of reconstruction and development. Curriculums will break with the past, where black people, especially women, were educated to fulfil traditional, subservient roles and will empower them to take their place as equals in society.

As soon as possible there will be 10 years of free and compulsory education for all children. By the year 2000 no class should have more than 40 pupils in it.

The learning needs of children and adults with physical or other disabilities will be cared for and efforts made to assist them to play a full role in society.

Further education and skills training

All people will have access to education and training throughout their lives to improve their skills and to develop themselves.

Further education will be provided through formal institutions such as technicons, colleges and universities and also at the workplace and in community learning centres. Students, especially black and women students, will have improved access to universities and technicons.

A priority will be given to the training of workers to meet the challenges of our new political and economic conditions and our reentry to the world economy. Training will recognise and give credit for experience and skills. A national qualifications system will be introduced which will make sure that workers get skills which can be transferred to other jobs and careers.

Literacy for all

All children and adults must be able to read, write and count.

To achieve this, the RDP proposes a national literacy or adult basic education programme which will involve employers, trade unions and all levels of government. This programme will target those most discriminated against eg. rural women.

Arts and Culture

All South Africans will have the right to practise their culture. The customs, traditions, beliefs, language and crafts, as well as dance, film, art and theatre, written and oral literature of all our people will be promoted.

At the same time, the RDP aims to build a unifying national culture, reflecting the diversity of our society.

Resources for the promotion and production of arts and culture will be made available and accessible to all. Democratic Arts Councils should be established in each region. A Ministry of Arts and Culture will be set up. Arts and culture will form part of school and all educational curriculums. We need to develop the skills and talents of all our people.

Arts and culture will help with development in priority areas such as health, housing and tourism.

There will be more libraries, museums, galleries, monuments and historical sites which will reflect our differing cultures and be accessible to communities.

A Pan South African Language Institute will assist in the development of all languages. There will be financial and other support to ensure that all languages are developed and used.

Sport and Recreation

Apartheid divided our people in sport and denied sporting and recreational facilities to the majority of our people.

The RDP aims to change this. In all development programmes sporting and recreational facilities must be included so that they are accessible and affordable.

Particular attention will be paid to schools and communities where there are many unemployed youth.

A new national agency will be established to improve training, coaching, umpiring and the control of drugs in sport.

Youth Development

The high levels of youth unemployment and the importance of the youth in our society require special programmes.

A National Youth Service Programme will encourage youth development, training and employment.

This National Youth Service Programme will contribute in areas such as child care, literacy, health, environmental protection, development projects and peace monitoring.

A National Youth Council will be established to coordinate activities and to represent youth in South Africa and internationally.

4 DEMOCRATISING THE STATE AND SOCIETY

The RDP takes as its starting point the Freedom Charter clause: "The people shall govern". The RDP aims to make the country democratic — to give all people access to power. Without this democratisation, efforts to reconstruct our country will fail.

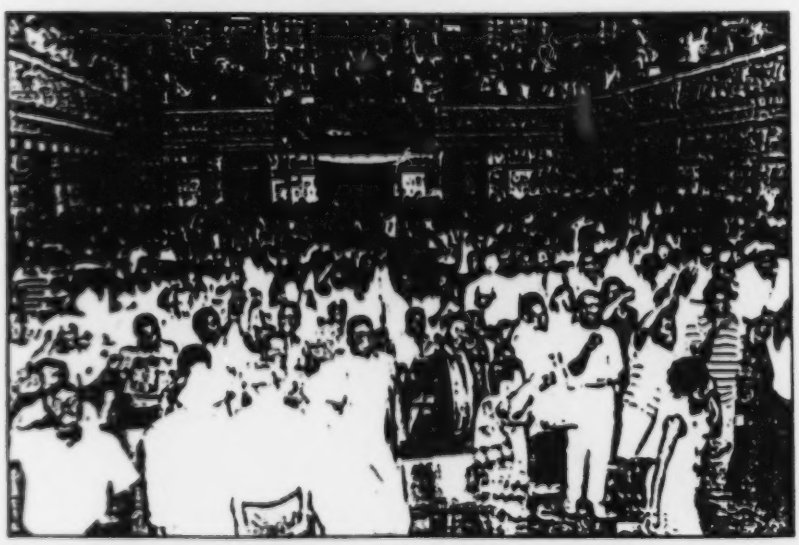
Democratisation means that all South Africans have access to power and the right to exercise their power — to participate in the process of reconstructing our country.

Democracy is more than electing representatives to power once every few years. It means enabling people, especially women, to participate in decision making at all levels of their lives — through people's forums, negotiating forums, work place committees, local development committees and referendums.

Democracy also requires that our people are well informed so that they can participate fully in decisions which affect their lives.

Trade unions, civics, sectoral organisations and NGO's must be empowered to continue playing a role.

The RDP stresses that women must participate equally in all institutions, committees and commissions.



People's Forum meeting at Pietermaritzburg City Hall, November 1993.

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The new constitution and the Constituent Assembly

To reinforce the RDP, the new constitution should ensure that social, economic, environmental and peace rights are more fully included in the Bill of Rights.

The new constitution should also permit the use of property to be regulated when this is in the public interest. It should allow for referendums to overturn unpopular laws, recognise the fundamental equality of women and men and provide for sufficient central government powers to ensure that the RDP can be effectively implemented.

National and provincial government and assemblies

To ensure the implementation of the RDP, provinces and central government must work together and provinces must receive an equitable share of taxes that are collected nationally.

The process of making laws must be changed to increase the role of the public in the process.

Security forces

The security forces must be under the control of civilians, at a national level through a civilian ministry and at a local level through community policing.

The security forces must be non-partisan, uphold the constitution and reflect the composition of South African society.

Administration of justice

The court system should be accessible, affordable and should be able to be trusted by the people. The legal processes should be simpler and in people's own language.

Workers who have complaints with employers should be able to resolve these disputes cheaply and quickly through a restructured Industrial Courts system.

Public sector

The public sector — which includes such things as government departments, the post office, the railways, schools and public hospitals — should reflect the gender and racial composition of South African society by the turn of the century. These institutions must develop more efficient systems of delivery.

The RDP proposes that people from groups that were previously excluded from the public sector should be employed to ensure that all our people are fairly represented. There should be training and support for these people.

The number of staff employed in the public sector should match the need to deliver services to the people.

There will be codes of conduct for all government officials. These codes will set the standards of professional service that all South Africa's people expect from the public sector. Training will ensure that public servants are able to serve people effectively.

Local government

To ensure the end of apartheid local government, about 800 local authorities will need to be linked together to create 300 new democratic, non-racial local authorities.

Informal settlements as well as those hidden behind bantustan boundaries must be included when drawing up local boundaries.

Rural areas and traditional authority areas should also have elected local authorities.

Rich consumers should be able to subsidise the poor so that they can have access to services. Funds should also be available from other sources of government to address the backlog of services in some areas.

Civil society

The RDP is not only a programme for a new government to implement. Its success also rests on the active involvement of all groups in society — groups such as trade unions, civics, women's groups, and youth movements — what we call **civil society**.

In the past these groups played a leading role in opposing the apartheid government. They now need to play a leading role in reconstruction and development.

Trade unions must be able to be involved in economic decision making at national and factory level. Parents must be able to be involved in the managment of schools, residents in local government, and so on.

Forums such as the national and regional economic development forums should become important places for government to consult. Some may need to be restructured to improve their effectiveness, and to make them more representative and accountable.

Democratic information programme

To democratise society, citizens must be well informed. This means the media needs to provide detailed, accurate information and there needs to be a free flow of opinions.

Government needs to be open and share information with the public.

The media — radio, television, newspapers and so on — must play an important role in areas like education and health.

There need to be measures to limit monopolies which control the media as well as measures to promote community based media.

SPEAKING DEMOCRACY

Language has a powerful impact on whether contentious situations intensify or cool down. There's a deliberate attempt in South Africa, to use language that conveys a positive, or at the very least a neutral, rather than a highly emotionally charged negative reaction. Here are some examples:

Instead of	Say
Problems	**Challenges**
Revenge	**Restitution**
White Flight	**Brain Drain**
Lost generation	**Out of school youth**

Find words or phrases from your own experience to add to this list.

Names of places can induce a sense of connection or alienation. Emotional associations with names can make some people feel welcome and others isolated. Before the 1994 elections, South Africa was divided into three provinces. After the elections, nine provinces were created. The new provincial names reflect a more inslusive climate:

Natal	**Kwa Zulu Natal**
Orange Free State	**Free State**

1. Can you identify some other names that have been changed to recognize what is believed to be a positive event or outstanding individual?

Define: Demographics.

1. Give some personal demographics.
2. Create a graph showing some demographics for your class.

Summarize: a recent news article about South Africa. What aspect of the RDP does relate to, if any? What does it tell us about the progress of democracy in South Africa.

THE FUTURE: A BRIGHTER DAY?

During the struggle to overthrow apartheid there were many people who conspired and instigated to promote fear and violence. They wanted to convince whites that their lives would be in danger if apartheid was eliminated. They wanted to cripple South Africa's economy to make reconstruction and development impossible. Right up until the 1994 elections rumors that there would be mass killings of whites by rampaging mobs of blacks, if apartheid was repealed, circulated throughout South Africa. Some organizations that wanted to keep apartheid laws in place set off bombs and committed other acts of violence in public places. They later blamed anti-apartheid groups for the damage. Many white South Africans, fearing an uncertain future, migrated to other countries. Some sent their children abroad to study and work. As a result, South Africa experienced a "brain drain" that has left it with a serious shortage of skilled entepreneurs, medical professionals and others. Despite these scare tactics, the majority of white South Africans have not left, because South Africa is the only home they know, they love it and don't want to leave.

At the same time, many South Africans who had been in exile abroad or in other African countries began to return, in anticipation of an ANC victory in the elections. These were mostly black South Africans and other anti-aparthied activists who had spent their time outside South Africa studying, working and preparing to lead South Africa into the millenium.

Most South Africans, whatever their color or ethnicity embrace the idea of a united and democratic "New South Africa" with hope and guarded optimism. They are eager to catch up to the rest of the world, especially the United States.

South African young people have many questions about life in the U.S. and what the future holds. Here are some of their questions:

- **Is my education adequate to prepare me for a good job?**
- **How is it possible to bridge the gap between parents and young people?**
- **Are American young people like they are shown in movies?**
- **What career should I prepare for?**

Young South Africans also have concerns about how current issues and opportunities will affect their personal lives:

- **Should men help out with household chores and child care?**
- **What is multicultural education?**
- **If I become educated and enter the modern world will I become alienated from my friends and family?**

They are also happy to share stories about their lives:

Mpume's father was a foreign diplomat and Mpume traveled extensively and is well educated. He speaks 7 languages and has been a student leader since he was 13. At the age of 27 he is an engineer, working in the human relations department of a medium sized manufacturer. He speaks english fluently, and believes that being able to speak to people in the language they know best helps to understand what's really important to them. Mpume feels he owes a debt to the laborers who work at his company. Despite his *white collar* position, he makes special efforts to get to know the men "in the trenches." He wants to "help them gain a sense of dignity for the work they do and give them the self respect they've been deprived of for too long."

Palua grew up in a colored township outside a small city. She has a five year old son (teen pregnancy is not uncommon in South Africa). It was difficult to get a good education in her township under apartheid but Paula's mother was determined that she would finish high school. When her mother felt a school wasn't teaching well enough she would move Paula to another school. This was difficult on both of them because sometimes Paula had to live with relatives far away from her mother to be near good schools. After high school, Paula went to a business school to learn computer skills but couldn't get a job when she completed her training. Jobs for skilled workers are now beginning to open up and she is waiting to be called to work for a car manufacturer. Meanwhile, Paula is sharing an apartment with a friend in a new middle class housing development that is close to her new job. Her mother takes care of her son and they see each other on weekends. In her spare time, she enjoys visiting the new malls, taking drives with her friends and having parties with other South African up and comers.

Nkosi Sikele l'i Afrika

God Bless Africa

1. Think of a situation you experienced where a conflict or dispute was made worse by outside instigators.

   . What was the situation?

   . What did the instigators do?

   . How was it resolved?

2. Would you like to correspond with a young person from South Africa?

   . Ask your teacher to help you find a way to locate a South African pen pal.

3. Invite someone who has expertise on South Africa to visit your class. Prepare an interview that will help answer your remaining questions.

Take a field trip to an African exhibit, movie or theatrical performance.

Try to find someone who fled political unrest in another country, ask:

   . How old were they?

   . Why did they have to leave?

   . How did they leave?

   . Do they expect to return some day?

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